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ABSTRACT

Because historically black institutions have provided the major share of non-white teachers to the nation's schools, this monograph was prepared to illuminate some of the proactive initiatives which have taken place in four of these black colleges' teacher education programs: (1) Bethune-Cookman College in Florida; (2) Norfolk State University in Virginia; (3) Tuskegee University in Alabama; and (4) Xavier University in Louisiana. Specific attention is devoted to those critical institutional changes which have occurred over the last five years as each has worked to improve the quality of their education graduates and their preservice teacher programs while successfully coping with enrollment declines, higher admissions standards, and major proposals calling for restructured teacher education programs. Information is provided on the following key variables: (1) enrollment and graduation patterns in teacher education since 1985-86; (2) academic standards and curricula; (3) performance on competency and/or certification examinations; (4) other departments/institutional initiatives; (4) placement rates of graduates; and (6) other items of importance related to the success of the program and the potential impact of state policies on their future success. (JD)

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THE REVITALIZATION OF TEACHER EDUCATION PROGRAMS AT HISTORICALLY BLACK COLLEGES: FOUR CASE STUDIES

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THE REVITALIZATION OF TEACHER EDUCATION PROGRAMS AT HISTORICALLY BLACK COLLEGES: FOUR CASE STUDIES

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August 1989

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INTRODUCTION

"A Rising Tide of Mediocrity" and First Wave Reforms

In the early 1980's this country witnessed the beginning of a major education reform movement. The chief catalyst for this movement was the 1983 final report of an 18-month, 18-member commission established by Education Secretary T. H. Bell. The now famous report of the National Commission on Excellence in Education, *A Nation at Risk: The Imperative for Educational Reform*, analyzed the condition of America's educational system and focused special attention on the content and quality of elementary and secondary education in the nation's school districts. A critical assertion in the document which gave impetus to immediate action stated that "...the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our future as a Nation and as a people."

Because of this landmark report, school systems, educators and citizens gave heightened emphasis to the importance of a learned society, effective schooling processes and well-prepared teachers. The results of the first wave of elementary and secondary reforms, which occurred less than two years after the report's publication, were characterized by significant increases and changes in the number and types of academic credits required for high school graduation in more than 45 states. Subsequent to the addition of academic units in science, mathematics, and English in many schools across the country, attention then shifted around 1986 to discussions on a second wave of reforms focused on teachers and teaching practices. The rationale for these proposed changes was based on the belief that only effective instructional processes by current classroom teachers, as well as a higher quality of beginning teachers, could raise the academic achievement of all elementary and secondary school students.

Second Wave Reforms: Teacher Education

The second wave of reforms emanating from *A Nation at Risk* primarily focused on the improved preparation of teachers. However, because of the fact that close to 1300 institutions prepare teachers in this country, it was much more difficult to achieve consensus among this group on the types of curricular and structural changes that were necessary to produce the most prepared teachers for the nation's schools. While states and school districts hastily increased elementary and secondary curricular requirements, major reforms in teacher education programs were slower to occur as teacher unions, national associations representing teacher education, state organizations of education deans, and others deliberated and disagreed on the merits and manner of revised preparation programs for teachers.

Due in large measure to the lack of unanimity on these issues, the agenda for the discussion of "second wave" reforms relating to the teaching profession were chiefly set by two groups: the Holmes Group, representing more than two dozen graduate schools of education at major research universities, and the Carnegie Task Force on Teaching as a Profession, a diverse commission of business leaders, legislators and educational organization representatives. In 1986 both groups released two notable reports, Holmes' *Tomorrow's Teachers* and Carnegie's *A Nation Prepared: Teachers for the 21st Century*, which called for, among other things, higher salaries for teachers; career ladder programs; differentiated licensure and certification tests; dissolution of four-year undergraduate programs for teacher education majors, the development of five-year programs and master's degrees for entry level teachers; higher academic standards and more stringent admissions and exit requirements for education majors; more clinical experiences for education majors and closer linkages between local schools and colleges and universities; as well as the establishment of a national board for professional standards. These recommendations prompted discussion, as well as debate, among a wide cross-section of individuals, schools, colleges and universities, and also state lawmakers about what the curriculum content of teacher education programs should be as well as who should be allowed to enter and exit from schools, colleges and departments of education.

While all of the above recommendations did not receive immediate implementation, many states acted swiftly to raise teacher salaries and initiated some changes to improve the quality of teacher education programs. Many of the initiatives have been charted in the annual fifty state survey of legislative and administrative actions in teacher education by the American Association for Colleges of Teacher Education. Several of these reforms were described in a state-by-state summary conducted by the *Chronicle of Higher Education* in the Spring of 1988 (Leatherman, 1988). Among its results, the *Chronicle* found that between 1986 and 1988:

- admissions standards had been increased in 26 states;
- certification tests had been approved for entry level teachers in 26 states;
- curricula for teacher education students had been changed in 32 states, with some eliminating the four-year teacher education degree and requiring that students major in an academic field; and,
- some states initiated financial incentives to attract more students into the profession (e.g., scholarships and forgivable loans) while 11 developed special alternate certification procedures for individuals with bachelor's degrees in other fields but who wanted to teach.

Those changes, coupled with other mandates, many of which were legislated, prompted further discussion among, and some criticism from, teacher educators. As a result of this, most of the approximately 1300 schools and academic units responsible for teacher education in this country internally evaluated the quality, strengths and weaknesses of their programs. These self-studies were important to each institution's programs of teacher preparation and epitomized their ways of constructively responding to the sweeping changes and recommendations that were being proposed nationally and within states.

The Decline of Minority Teachers

While discussions ensued on proposed revisions to the structure and content of teacher preparation programs, less attention was being devoted to an equally inportant and related issue, namely, the decline in the number of teacher education majors and graduates in the early 1980's. Of even greater concern to large urban public school districts where the majority of students are non-white has been the dwindling pool of minority teacher education students and the shrinking percentage of non-white teachers. A 1987 survey by the National Education Association, for example, estimated that less than ten percent of the teaching force in 1985-86 was non-white, with Black-Americans representing 6.9 percent, Hispanic-Americans 1.9 percent, Asian-Americans and Pacific Islanders 0.9 percent and Native-Americans 0.6 percent (National Education Association, 1987). These and other data have prompted many researchers to predict that the minority share of the nation's teaching force will be less than five percent by the year 2000 if current enrollment trends continue and if the natural attrition of veteran teachers, especially those who are non-white, occurs as expected. This severe decline in the supply of non-white teachers is as critical as the issue of restructured teacher education programs since there is an urgent need to assure some minimal representation of teachers from different cultural and racial backgrounds as the nation's schools become more racially homogeneous.

The Role of Historically Black Colleges in Teacher Education

One group of colleges and universities have traditionally produced the majority of non-white teachers in this country, namely, the approximately 100 historically black colleges. Despite the fact that they represent less than eight percent of the nation's teacher education programs, they have been responsible for producing between two-thirds and three-fourths of all black teachers. As recently as 1981 these same institutions, located primarily in the South, graduated 48 percent of all black teacher education students in this country (Trent, 1984). These institutions clearly still play a pivotal role in the production of black teacher education students even though their enrollment in this field declined in the late 1970's and 1980's. These declines have occurred partially because of greater opportunities for blacks and other minorities in other career fields as well as a result of some of the reforms mentioned previously, especially those related to higher entrance and exit standards.

The tremendous decline of black teacher education graduates in Louisiana was emphasized in this author's 1986 Southern Education Foundation study which analyzed graduation trends in education between 1976 and 1983. In that study it was discovered that while the five historically black colleges in Louisiana graduated 745 education students in 1976, only 242 education degrees were awarded by them in 1983. (A total of 3386 degrees were awarded by the 21 schools and colleges of education in the state in 1976, but only 1864 were awarded statewide in 1983.) Nevertheless, the data showed that the five historically black colleges still accounted for 63 percent of all black education graduates in Louisiana in 1983 (Garibaldi, 1986).

Despite the fact that their enrollment and graduation rates, like other teacher education programs, are smaller than those figures of the early and mid 1970's, there have been many significant and proactive academic changes in the teacher preparation programs at historically black colleges and universities. Since many southern states initiated teacher education reforms in the late 1970's and early 1980's, historically black colleges and universities were among the first to reform, transform and revitalize their teacher education programs. Many of these initiatives were implemented prior to the "second wave" of national education reforms, and even before the 1983 release of *A Nation at Risk*, and occurred when enrollments were declining and when admissions standards were being raised.

The Revitalization of Teacher Education Programs at Historically Black Colleges

Because these institutions continue to provide the major share of non-white teachers to the nation's elementary and secondary schools, this monograph has been prepared to illuminate some of the proactive initiatives which have taken place in four historically black colleges' teacher education programs: Bethune-Cookman College in Florida; Norfolk State University in Virginia; Tuskegee University in Alabama; and Xavier University in Louisiana. Specific attention is devoted to those critical institutional changes which have occurred over the last five years as each has worked to improve the quality of their education graduates and their pre-service teacher preparation programs while successfully coping with enrollment declines, higher admissions standards and major proposals calling for restructured teacher education programs.

This qualitative study was designed to obtain information on the following key variables:

1. Enrollment and Graduation Patterns in Teacher Education since 1985-86

(What have been the enrollment and graduation trends in education since 1985-86? If there has been growth

in the program, to what specific recruitment strategies and/or special incentives are these incentives attributable?)

2. **Academic Standards and Curricula**
   (What kinds of changes have been made over the last three years or earlier related to teacher education standards, curricula, or admissions criteria that have improved the quality of the teacher education program?)
3. **Performance on Competency and/or Certification Examinations**
   (What recent data are available to document the performance of students and graduates on competency and certification tests?)
4. **Other Departments/Institutional Initiatives**
   (What are some of the other starategies that have been developed to increase the quality and numbers of students who will become teachers, e.g., education minor programs, future teachers clubs in local schools; programs geared to community college transfers, military personnel, teacher aides, etc.?)
5. **Placement Rates of Graduates**
   (What are the placement rates of graduates in schools, where do they go to teach and/or do they go to graduate school?)
6. **Other Items of Importance Related to the Success of the Program and the Potential Impact of State Policies on Their Future Success**

Each institution was visited in the summer of 1988 to collect the above information and to discuss various aspects of the academic programs with faculty and staff.

Even though these are four private and public institution in different states and of varied size, the reader will discover many similarities. For example, all have high academic standards in their programs; all have a strong liberal arts core curriculum; all have been experiencing rising enrollments and the passing rates on certification exams by students have improved. But of greatest importance is the fact that teacher education reforms were initiated, first and foremost, at the institutional level. Each of the institutions also, for example, offers special scholarships to academically talented students who are interested in becoming teachers. Each also has evaluated its entire curricula, in conjunction with Arts and Sciences faculty, to improve the liberal arts components of their respective programs. And all of the institutions' graduates are in great demand by school districts and graduate schools throughout this country.

The following four case studies demonstrate that many positive academic initiatives have been occurring for the last few years at historically black institutions which have teacher education programs. Though two of the institutions, Bethune-Cookman and Norfolk State, have obtained state funds for special initiatives in their education programs, the real financial costs of the transformation and revitalization of these four education programs have been very small. Change has essentially been achieved through institutional commitment, collaboration and the determination of faculty to design programs that will produce the best teachers for elementary and secondary schools. Even though successful performance by students on certification tests is still perceived by many as a key indicator of a teacher education program's success, the institutions highlighted here are much more proud of the comprehensive transformation of their academic programs. The training of teachers is still a premier mission of historically black colleges and as more positive attention is devoted to the need for more black teachers, education enrollments at these institutions will undoubtedly swell to a level comparable to that of the 1970's

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BETHUNE-COOKMAN COLLEGE

Institutional Profile

Bethune-Cookman College is a private, church-related (United Methodist) institution of higher education located in Daytona Beach, Florida. Upon the merger in 1923 of Cookman Institute for Men, founded in 1872 by the Reverend D.S.B. Darnell, and Daytona Normal and Industrial Institute for Women, founded in 1904 by Mary McLeod Bethune, the institution became the Daytona Cookman Collegiate Institute and was taken over by the Board of Education of the Methodist Church. The name was later changed to Bethune-Cookman College.

The college awards only undergraduate degrees through its five divisions: Business, Education, Humanities, Science and Mathematics and Social Sciences. In 1987, Bethune's undergraduate enrollment was slightly less than 1900 students. Between 1982-83 and 1986-87, the Division of Business had awarded the largest number of degrees (561), followed by Social Sciences (226), Education (221), Science and Mathematics (129), and Humanities (121) for that five-year period *(Bethune-Cookman College Factbook, 1987-88)*. In the Fall of 1987 the Division of Education, which includes Psychology and Health and Physical Education, had the third highest number of majors (324), preceded by Business (759) and Science and Mathematics (365), which includes Nursing majors. Social Sciences had 263 majors and Humanities had 177 in Fall 1987.

THE EDUCATION DIVISION

Bethune-Cookman College offers 14 teacher education programs which are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Southern Association of Colleges and Schools (SACS). Despite experiencing a decline in the number of graduates in education since 1982-83 when 72 degrees were awarded, compared to an average of 37 degrees for the subsequent four year period, the number of education majors at Bethune has been increasing. In the 1985, 1986 and 1987 academic years, for example, there were 208, 216 and 244 majors, respectively, in the fields of Elementary, Special (Exceptional Child) and Physical Education *(Bethune-Cookman College Fact Book, 1987-88)*. These increases in majors were primarily the result of targeted academic efforts at the institution and the establishment of a Teacher Education Institute (TEI) funded by the Florida Department of Education. The Institute and its various components, as well as other support programs, are discussed later in this chapter.

The education program is governed by the Teacher Education Council whose responsibility it is to:

1. provide leadership and direction in the development and implementation of the teacher education program;
2. manage and evaluate all components of the teacher education program;
3. promote research designed to improve the teacher education program and teacher effectiveness at the local, state, and national levels;
4. coordinate the school's teacher education program with the State Department of Education;
5. screen applicants seeking admission to the teacher education program and to review applicants seeking approval for student teaching;
6. aid in recruitment for teacher education;
7. assist with the general advising of students in the teacher education program; and,
8. supervise all field-based experiences of the teacher education program *(Bethune-Cookman College Catalog)*.

The Teacher Education Council is comprised of all faculty members in the Division of Education as well as those faculty from the other four divisions who work with secondary education majors.

Education Admissions Requirements

As required by the state, students admitted to teacher education must have a score of at least 17 on the ACT or 835 on the SAT to be eligible later for a Florida Teaching Certificate. Students who are admitted to the college and who wish to become education majors must first successfully complete all general education requirements (56 credit hours) in their first two years. They must also: have a cumulative GPA of at least 2.5; attain scores at the 80 percent level of proficiency on entrance examinations in the areas of reading, writing, mathematics and speech, which are administered by the Division of Education; and be formally admitted into the Teacher Education Program. All students must also achieve the prescribed qualifying scores on the Florida Teacher Certification Examination (FTCE) which was instituted in 1983 by the state. The FTCE is a test of minimal entry skills for all prospective teachers in the state of Florida. The test is administered four times a year and includes four subtests. The four sections are: Writing; Reading; Mathematics; and Professional Education.

Another state test required of all college students who receive Florida financial aid from a variety of statutory programs is the College Level Academic Skills Test (CLAST). The CLAST, which now satisfies the

first part of the FTCE for current education majors, includes four components: an essay section; a section on reading comprehension; objective writing; and computation. According to the law, students who have received an associate of arts degree since August 1, 1985 or who have completed sixty semester hours of credit, or the equivalent, in academic work applicable to an associate of arts or bachelor's degree at a Florida public or independent institution, are required to meet the state's minimum qualifying scores on the CLAST. Students who attend private institutions have been required to take the test but have not been mandated to pass it as of this writing.

Nevertheless, all sophomore level students at Bethune were required to "pass" the test in Fall 1988 as a prerequisite to taking junior level course work at the college. This requirement for students in all academic divisions at Bethune will obviously serve as another assessment measure of students' basic academic proficiencies as they matriculate to upper division status. Additionally, it should greatly assist education majors who must ultimately take the Florida Teacher Certification Examination, since the content of the CLAST is very similar in scope.

The Teacher Education Institute

The key to much of Bethune-Cookman's recent success in teacher education is its Teacher Education Institute (TEI), an innovative recruitment and retention program. An unsolicited proposal was submitted by Bethune for the institute and it has been funded since 1986-87 by the Florida Legislature at an annual level of $250,000. The institute was principally designed to enhance recruitment, admissions, preparation and retention, and the certification of students interested in obtaining degrees in teacher education.

Furthermore, the institute was developed to advance research and training, to improve those specific criteria required for state and national accreditation in teacher education, to enhance professional development and to promote leadership skills. The program objectives of the institute, as identified by the Division of Education, include the following:

1. to increase the number of teacher education graduates and to provide the necessary financial assistance to attract more highly able students into the Division;
2. to improve the retention rates of teacher education students through counseling, academic assistance, and professional preparation;
3. to examine alternative models, structures, and designs for professional teacher preparation; and,
4. to examine the knowlege base of teacher education and teacher competency.

The institute's academic and retention components are based on a team approach, providing an elaborate network of support for future teachers through mentoring activities and professional seminars whereby students learn leadership skills and effective strategies for personal and social adjustment. Specially selected staff members from around the university, e.g., in career placement and counseling, admissions, and testing offices, are integrated into the activities of the program and play major roles in the institute's success. It is important to note that these activities supplement, rather than replace, the traditional responsibilities of the university's advising program.

The institute's program at the university is augmented by a Competency Based/Computer Assisted Teacher Education Program, funded by a federal Title III Institutional Aid grant, to improve students' performance on and preparation for the Florida Teacher Certification Examination. The computer laboratory which has been developed also allows faculty to become more proficient in computer literacy skills, provides a mechanism for faculty to revise courses in teaching methods and educational foundations, as well as improves their ability to design competency-based instructional packages.

Specific activities have been developed under each of the aforementioned objectives of the Teacher Education Institute. To increase enrollment and recruitment, a Teacher Education Institute brochure has been developed to make students, high school teachers and counselors, and parents aware of the institute's purposes and offerings. Increased recruiting has been conducted throughout the state, linkages have been developed with school systems and the university's admissions office, and informational workshops have been held to advertise scholarship opportunities under this program as well as those offered by the university.

The primary focus of the TEI program is directed toward the improved academic performance and retention of teacher education students at Bethune-Cookman. The extensive list of activities includes:

1. orientation seminars for education majors where they can obtain accurate information about university and state requirements for graduation and certification, respectively;
2. a structured academic advising system where students are placed into one of eight teams which has a faculty Team Leader, Mentor and Area Specialist/Advisor; (Each team meets as a group monthly and students meet weekly and individually with their mentors.)
3. a personal counseling system to advise students about financial aid, scholarship opportunities, housing and other matters related to student life and college adjustment;

4. a special advising and counseling program to identify students who show early signs of dropping out of the teacher education program;
5. an integrated program of extra curricular activities for students, in-service staff development activities for students and faculty, and annual interviews of each students;
6. a system to review and revise curricula to improve the preparation of students in content-related courses; and,
7. a multi-faceted academic support system of tutorial assistance, study hours, workshops, and conferences, as well as mandatory attendance at the monthly professional seminars.

The retention component's successful "team" activities of advising and mentoring are undergirded by an experimental scholarship assistance program, known as The Challenger Program, whereby teacher education students can obtain as much as $1000 annually, in addition to their other federal and state grants or scholarships, provided that the academic performance requirements of the scholarship program are maintained. (Any students who applies to the college with a high school grade point average of 3.0 and an ACT of 17 may qualify for an academic merit scholarship from the university. Presidential Scholarships are also awarded to students with high school GPA's between 3.5 and 4.0 and an SAT of 1000 or an ACT of 23.) This supplemental financial assistance which is offered through the Challenger Program serves as an excellent incentive for students as well as minimizes the possibility that students will withdraw from the college because of insufficient student aid.

The Teacher Education Institute's professional development component provides faculty with the necessary resources (1) to regularly revise the content of curricular offerings, (2) to improve students' test taking skills and their professional knowledge for successful performance on the state certification test, and (3) to carefully evaluate students' clinical experiences. These examinations of teaching competencies and the knowledge base to teach effectively are supplemented by summer professional development and leadership skills seminars for faculty and students, as well as a minority teacher education training research program.

A final feature of the programmatic activities of the institute which deserves mention is its use of diverse faculty from all divisions of the college. Many of these professors are used as mentors and advisors and thus are able to inform, and possibly entice, students in other Arts and Sciences fields about the need for more teachers and to communicate their own personal satisfaction with teaching as a career. These kinds of informational talks by other Arts and Sciences faculty have been very effective with students who are majoring in other academic fields but who may be interested in learning about their options to teach after graduation. Furthermore, retired teachers who have had productive careers in the profession come to the college to talk about their many satisfying years in the classroom. These individuals, as well as other major speakers, who are invited in for the professional seminars serve a useful retention purpose by sustaining students' interest in the teaching field.

Graduation and Placement

Between 1984-85 and 1986-87, approximately 70 teacher education majors graduated. In 1988, 33 teacher education students received degrees in education. As noted earlier, all students must pass the Florida Teacher Certification Exam to graduate and obtain their regular teacher certification license. (Students must also be evaluated in their first year of teaching through the Florida Beginning Teacher Program. When this has been successfully completed, the new teacher receives a five year academic professional teaching certificate. More than 90 percent of Bethune's graduates have passed the Beginning Teacher Program.) Most of the degrees in education over the last four years have been conferred in elementary, special and physical education. Very few have been awarded in the secondary fields. However, more than 95 percent of the graduates are teaching or are in graduate school. Most graduates remain in Florida to teach but others are also employed in the Midwest and in various southern states.

Summary Analysis

Bethune-Cookman's success in the recruitment, retention and graduation of teacher education students has been due in large measure to its initiative and success in obtaining state funds for the establishment of the Teacher Education Institute. This institute has received a quarter million dollars annually since 1986 for the enhancement of the teacher preparation program's professional curricula and its academic advising process, the development of tutoring and mentoring activities to help students meet performance standards for state and national certification, and provided financial support for faculty research and training as well as professional seminars for faculty and students. Similarly, Bethune-Cookman's Title III-funded Competency Based/Computer Assisted Teacher Education Program has provided a computer laboratory to help students prepare for the state's teacher certification examination and where faculty can design competency-based instructional packages and revise their courses.

The aggressiveness by Bethune-Cookman in seeking these funds is testimony to the fact that the institution views the production of teacher education graduates as an important part of its mission and recognizes that academic support services are essential to the maintenance of high retention rates in these programs. Bethune's state-funded Challenger Program, which has given scholarships to education students, has also served as an innovative strategy for the recruitment and retention of majors. The success of the students on the Florida Teacher Certification Examination and also in the Florida Beginning Teacher Program is not only commendable but also imperative since the state requires that 80 percent of an institution's graduates must pass the FTCE and 90 percent must pass the Florida Beginning Teacher Program. Bethune-Cookman's experimental models for recruitment and retention, as well as the high priority which the institution has placed on basic skills proficiency by requiring that all students take and pass the CLAST, are proactive steps toward educational excellence. However, like many other small private colleges, Bethune-Cookman will have to continue to be aggressive and innovative in securing external funds to maintain the successful recruitment and retention programs it has developed.

NORFOLK STATE UNIVERSITY

Institutional Profile

Norfolk State University, an urban institution enrolling more than 8000 students, has gone through several transformations since its founding in 1935. Originally the institution was named the Norfolk Unit of Virginia Union University but in 1942 the College became the independent Norfolk Polytechnic College. In 1944 it became a part of Virginia State College be an Act of the Virginia Legislature, offering essentially a two-year junior college program. In 1956, the institution was able to offer its first bachelor's degree as its mission was expanded. In 1967 the college was separated from Virginia State College and became fully independent. In 1979, the institution obtained university status and is today one of the largest predominantly black universities in the nation.

The School of Education's origin dates back to 1944 when the institution became a part of Virginia State College. At that time a two-year teacher education curriculum was developed and patterned after the program at Virginia State College. When the institution's mission was expanded in the mid 1950's, teacher education programs were included and the college granted its first Bachelor of Science degrees in 1958. By 1969, when the College became an independent four-year degree granting institution, the Division of Teacher Education was offering 16 teacher education programs. In 1970 the teacher education programs were awarded accreditation status by the National Council for Accreditation of Teacher Education (NCATE) and received approved program status by the Virginia Department of Education. In 1979 the Division of Teacher Education became the School of Education when Norfolk's status was elevated from a college to a university.

THE SCHOOL OF EDUCATION

The School of Education has six departments (Early Childhood/Elementary Education/Library Media; Health, Physical Education and Recreation; Reading; Secondary Education and School Management; and Special Education) and five centers (Professional Laboratory Experiences; Multicultural Education; Instructional Resources; Reading and Study Skills Centers; and the Teacher Education Assessment Center). Six undergraduate and five graduate degree programs are offered in the School of Education. Each leads to a Virginia Collegiate Professional Teacher Certificate or to a specific non-teaching education career. The School of Education also coordinates and provides professional education courses for 44 teacher certification programs offered through other schools at the university.

It is worth noting that Norfolk State University's teacher education programs, like others in the state, will be restructured as mandated by the Virginia Department of Education. By 1990, all undergraduate degrees in education will be eliminated. Each teacher education student will earn an undergraduate degree in an arts and sciences field and will be allowed to take no more than 18 semester hours in education, plus student teaching. The School of Education will initiate a new Master of Arts in Teaching degree program and a graduate level non-degree certification program as a part of this restructuring process.

While Norfolk State University's School of Education has experienced declines in enrollment similar to other institutions since the mid 1970's, enrollment is on the upswing due to increased recruiting efforts, scholarship incentives, and improved curricula. Since 1985, the School of Education has graduated an average of 80 undergraduates, compared to their average of 200 graduates in the late 1970's. Passing rates in the National Teachers Examination fluctuated in the early 1980's but since 1986 the passing rate has been 80 percent or better, with more than 20 students taking the test at each administration.

Recruitment Initiatives

As a result of extensive investigations by the faculty and the university's Council on Teacher Education, significant improvements have been made by the School of Education in several areas. Recruitment and the attraction of more students hve been top priorities in the School of Education and special attention has been devoted to increasing the number of highly able students. These efforts have been greatly enhanced by the availability of special scholarships targeted at education majors. In 1983, for example, the president of the university approved the establishment of full tuition scholarships for teacher education students. Through this program, the Harrison B. Wilson Honors in Teaching Program, named after the president, twenty education majors became Teaching Fellows. This program has been renewed each year.

In addition to the institutional scholarships, an average of 34 students for the last two years have received $1500 annual Pacesetter Scholarships. Funds for the Pacesetter Scholarships come from a special two-year grant of $500,000 which was awarded by the state in 1986 to improve the performance of students on the NTE. (Specific academic components of this project are discussed in the next section.) The Pacesetter students receive these awards based upon their academic averages (a GPA of 3.0 for sophomores and 3.2 for juniors and seniors) and leadership ability. The students participate in monthly seminars on such topics as leadership, stress management, self-esteem, motivation, and others.

Norfolk State University has also been very successful in obtaining private and state support for its students. In 1987-88, for example, five students received scholarships of $1500 from the Metropolitan Life Foundation. (Norfolk received the highest number of scholarships in the Metropolitan Life Foundation's invitational competition.) Fifteen students also received awards in the Virginia Teaching Scholarship Loan Program. Norfolk State University's School of Education is also developing a special program for the recruitment of former military personnel into teaching. Given the university's location to military installations in the Norfolk-Virginia Beach area, this opportunity has great potential for the training and retraining of individuals in mid-careers. The small planning grant for this activity comes from the Hazen Foundation.

Finally, a special collaborative recruitment project is also underway with eighth, ninth and tenth grade students in the Norfolk Public Schools. By way of example, Norfolk State University's School of Education adopted Ruffner Middle School in 1985. Through this program the teacher education students provide tutorial assistance and enrichment activities for pupils in the school. Teachers and parents also receive rewards and incentives as well as special assistance from the School of Education faculty. This program is co-sponsored by the Virginia Department of Education.

Academic Standards and Activities

A student wishing to pursue a teacher education degree is formally admitted to the Professional Education program in one of the prescribed programs after he/she has completed all of the first and second-year curriculum and has met the prescribed standards of the department. For example, the student must have obtained a score of 700 or higher on the SAT; a cumulative average of at least 2.3; passed the first two sections of the National Teachers Examination; and met other specific academic requirements. The student must maintain the above academic standards to remain in the program and must have a cumulative GPA of at least 2.5 to be eligible for student teaching. Academic standards and the quality preparation of prospective teachers are carefully monitored, and revised as necessary, by the earlier cited Council on Teacher Education (CTE)—a university-wide advisory and policy making board which discusses and evaluates curricula and requirements for education majors.

The academic program of the School of Education and the performance of teacher education students have been significantly improved by the state-funded NTE project at Norfolk State. All components of the project have been very successful and the monies have been used primarily for staff development activities, curriculum revisions and resource materials, in addition to the student scholarships. Specific activities under this program include: tutorials, worksheps, seminars and a special test preparation class to improve NTE passing rates. A supplemental grant for two years, $90,000 annually, has been approved by the state for the continuation of these enrichment efforts and scholarships.

The special class referred to above, Seminar in Assessment and Evaluation, is a course which has been redesigned to specifically address the necessary test-taking skills which students must have to improve their performance on the NTE. This course incorporates test-taking skills and strategies, uses a professional laboratory where students can practice on content-based learning modules, and uses professional test preparation consultants in seminars for students and faculty. Students meet for two hours a week, attend a regular three hour Saturday workshop, and they must obtain a minimum grade of "B." Students also do not officially receive a grade for this course until they have passed the first two sections of the NTE.

All teacher education students also have access to the services and materials offered through the state-supported Assessment Center. In the center are:

1. self-paced, computer-assisted tests in early childhood education, reading, special education, physical education and health education;
2. a comprehensive basic skills computer instructional program;
3. specially developed test batteries in communication skills (listening, reading, English, essay development); general knowledge (mathematics, biology, physical sciences, social studies, fine arts and literature); professional knowledge; and in the education specialty areas of Music, Business, Home Economics, Physical and Early Childhood Education;
4. video-taped assessments of students' teaching performance through observations of interviews, tutorials and micro-teaching; as well as opportunities to view films and film strips and video-taped lessons for "study-test-study" sessions; and,
5. test-taking study guides, faculty-developed instructional modules and books on developing analytical thinking skills and general testing skills.

The student teaching program has been revised to support the new program thrusts. Special efforts, for example, are being made to prepare students for the Virginia Beginning Teacher Assistance Program (BTAP). The BTAP assesses the performance of beginning teachers in specified competency areas and provides them with the support to be effective teachers during their first two years. After the individuals have successfully

demonstrated mastery of specific teaching competencies, they are awarded the regular five-year revewable Collegiate Professional Certificate.

Placement

Graduates of Norfolk State's teacher education programs are recruited actively by nearby urban school systems as well as out-of-state school districts. While the Dean and the faculty are thoroughly aware of the great demand for their gradutes across the nation, special collaborations have been initiated between a few local systems and the School of Education. One of these school system programs is called the Early Contracts Program, whereby the districts allow students to do student teaching in their schools and offer them contracts before the experience.

The School of Education also developed an innovative program in 1984-85 with a local system whereby teacher aides in that district are prepared to obtain a teacher education degree and full certification. These individuals attend classes in the evening and by special arrangements. Each school system arranges the student teaching experience to facilitate the individual's needs. The first two individuals from this program were graduated in 1988 and others are reaching the end of their academic programs. Participants in this program, however, must have completed at least two years of college level work to enter the program. This is a program with great promise and can be replicated across the country, especially where teacher aides are used and where junior colleges exist.

Summary Analysis

Like Bethune-Cookman, Norfolk State University has been very successful in obtaining external support to improve the recruitment, preparation and retention of education majors. Coupled with the institution's commitment to promote teacher education with the president's allocation of full tuition scholarships for education students since 1983, the School of Education was awarded more than a million dollars by the state to improve the performance of its students on the National Teacher Examination, to revise its curricula and to develop retention strategies and incentives. Furthermore, Norfolk State has also secured private funding to attract non-traditional students (e.g., military personnel, mid career professionals and teacher aides) into teaching.

Collaborations with school districts have also been established (e.g., Early Contracts Program, Future Teaching Clubs, etc.) and these types of consortial arrangements must be promoted since these kinds of cooperative projects may be most instrumental in luring more non-white students into teaching. Since 1980, Norfolk State University's teacher education program has also given significant leadership in addressing the shortage of minority teachers. Long before the issue received national prominence, Norfolk State initiated and has continued to convene annual conferences related to the supply and quality of black teachers for the nation's public schools. Those forums have provided the opportunity for participants to not only discuss this important natter but also to share successful education recruitment and retention strategies.

The future of Norfolk State's teacher education programs and their ability to produce more black teachers will depend largely on the success of their newly restructured teacher education program called for by the state board of education. The state's Ad Hoc Committee on Teacher Education and its Teacher Education Advisory Board will need to closely evaluate whether these restructured programs in teacher preparation are not only producing higher quality education graduates but also whether five- or six-year preparation programs are discouraging minority students from entering the profession. Regardless of the incentives available to students and the standards required to become a teacher, non-white students will certainly weigh the financial costs of an extra year of schooling with their potential earning power as a teacher before they choose teacher education as a major. The impact of those policies can only be assessed after the programs have had a chance to be implemented.

TUSKEGEE UNIVERSITY

Institutional Profile

Tuskegee University, one of the nation's most well known institutions of higher education, has been producing teachers since its founding in 1881 by Booker T. Washington. At that time the Alabama State Legislature enacted a bill, with an annual appropriation of $2000, to establish a school for blacks in Macon County. First known as Tuskegee Normal School for the training of black teachers, the co-educational university is today privately controlled but also state-related. The university has grown tremendously in its one hundred plus years of existence and offers 45 undergraduate and 22 masters degrees, a Master of Architecture, and a Doctor of Veterinary Medicine. The academic organization of Tuskegee includes a College of Arts and Sciences, Schools of Engineering and Architecture, Nursing and Allied Health, and Veterinary Medicine.

The university in the Fall of 1987 had a total student body enrollment of 3235 students, with 2851 in undergraduate programs. The remainder were in graduate programs and the first professional degree program in veterinary medicine. Over the last three years, enrollment in the School of Education has averaged approximately 250 students. Almost one-fourth of the total student body comes from Alabama, 68 percent from 41 other states, and the remaining seven percent from United States possessions and foreign countries. And, 61 percent of the 238 faculty hold the doctorate or professional degrees (*Tuskegee University 1987-88 Fact Book*).

THE SCHOOL OF EDUCATION

The establishment of the School of Education took place in 1927, when baccalaureate degree programs in teacher education were instituted. In 1944 graduate degrees in education were authorized. All programs are approved for state certification by the Alabama Department of Education and accredited by the Southern Association of Colleges and Schools. The School of Education offers 11 undergraduate degrees in education, as well as psychology, and 12 masters degrees in a variety of education fields.

ADMISSIONS AND ACADEMIC STANDARDS

All students who enroll as teacher education majors at Tuskegee must first complete two years of preprofessional studies before they are formally considered for admission into the professional teacher education program. The preprofessional studies program primarily consists of: general education courses required by the university, subject-matter content related to the student's chosen specialization area, and other elective courses. When the education student who plans to obtain teacher certification is at the sophomore level, he or she must formally apply for entrance into the School of Education, provided that the requisite academic standards have been met. Chief among these are: a minimum score of 16 on the ACT or 750 on the SAT (mandated by the state in 1985); completion of at least 60 semester hours of general education coursework; a cumulative GPA of at least 2.2 on all coursework attempted; minimum grades of "C" in courses in English, Speech, and first year seminar courses in teaching; a grade of at least "B" in the introductory professional education course; as well as successful performance on both the state and university English proficiency tests, and satisfactory completion of the institutional reading requirements. Students submit their applications for admission, and two letters of recommendation from faculty members, to the Committee on Admission to Professional Teacher Education who determines their eligibility for advanced professional studies in teacher education. Students who are not eligible, or who are denied admission, are not permitted to take professional education courses.

In order to remain as an advanced student in good standing in the School of Education and to be eligible for student teaching, the education major must have a minimum cumulative GPA of 2.2, and a GPA of 2.4 in the major area of specialization. To graduate, the education major must also obtain a minimum grade of "B" in student teaching and perform satisfactorily on the Core Battery and specialized tests of the National Teachers Examination. To obtain a teacher certification license, the graduate must also pass the Alabama Initial Teacher Certification Test (AITCT), the state-approved comprehensive examination, with a score of 70 or higher. (Currently, the AITCT covers the teaching content area only as a result of a racial discrimination case initiated in 1981 by three plaintiffs against the state board of education. Recent rulings on the case, which is now a class action suit, called for the elimination of the professional knowledge section of the AITCT.)

The Transformation of Tuskegee's School of Education

The School of Education at Tuskegee began the transformation of its teacher education programs in 1983. A "Blue Ribbon" committee, chaired by a vice president emeritus of the College Board, was established at the request of the president to assess the School of Education. The report of the committee was favorably received by the president and the Board of Trustees who went on record as saying that "there will be a School of Education on this campus and it will get support if it produces." This expression of commitment and support to the School of Education from the university leadership was important to the faculty and set the tone for the kinds of changes that have been taking place since that time.

One of the first overt changes was the immediate move to a renovated facility on the campus. This physical change was significant because it was designed to create an atmosphere conducive for teaching and learning, with laboratories and also offices where the education faculty could consult with each other in a central location, rather than in their previously disparate sites. The School of Education faculty thus began to discuss and implement the recommendations suggested by the Assessment Committee as well as the results of a 1984 state accreditation review. The "value-added approach" which the faculty developed focused primarily on the improved quality of both existing programs and current and future majors, especially where the potential of success was greatest. The faculty essentially agreed that the most attention should be placed on areas where ample resources were already available. Thus, producing quality graduates, as had been suggested by the Assessment Committee, served as the cornerstone for the transformation of the School of Education.

As critical first steps, the Dean and the faculty began (1) to stringently enforce the academic requirements of the various teacher education programs and (2) eliminated programs where there had been few majors in recent years and where there were insufficient resources to maintain quality programs. Approximately 15 certification programs and all programs **beyond** the master's degree were discontinued. Similarly, courses which had not been offered regularly were eliminated. Each department, therefore, had to justify whether and when a course needed to be offered. Thus, the School of Education accepted the fact that their scope needed to be reduced in direct relation to the enrollment and size of their small departments.

As the process began for improving those programs which were retained, all academic courses were reviewed, 25 were thoroughly revised, and many were strengthened by the incorporation of state objectives into the specific curricula. Furthermore, the faculty used graduates' performance on the state certification test as another guide for revising courses and also developed item banks of test questions related to each of those courses. The latter innovation provided students with the opportunity to take "practice tests" on what they had learned and where they could obtain immediate feedback on their progress.

As mentioned above, the Dean also promoted an atmosphere of and exercised the "enforcement" of the academic standards in the catalogue related to teacher education programs. For example, the formal interview process for entrance into the teacher education program was given increased importance; the "60 hour" rule, which requires students to complete the entire freshman and sophomore general education curriculum before applying to enter the professional phase of the teacher education program, was stringently enforced; and transfer students' academic records were thoroughly scrutinized before being admitted into the program. These and other measures primarily allowed the School to retain those students who were meeting all of the academic requirements. However, the "value added" approach also included giving those students whose performance did not meet the prescribed standards more than one opportunity to succeed before they were screened out of the program. Students not admitted to the program were therefore required to strengthen their academic skills through re-tooling efforts offered by the School of Education.

The academic monitoring of students' progress has been enhanced by a data management program which includes comprehensive information on each student. These profiles include: students' ACT/SAT scores, high school GPA's, performance on university and state-required competency tests, cumulative GPA's in college, scores on the NTE and other critical academic information. These profiles, which are updated constantly, give the School current information on every student in the program. To assist students with their performance on the proficiency tests in English and Reading, tutorial sessions were established. And to improve the performance of those students who wish to be teacher education majors but have not achieved the state required ACT (16) or SAT (750) scores, a peer tutorial program was developed with the support of federal Title III funds. Students and the School of Education have also benefited from a University-Wide Academic Advising program, supported with funds from the Bush Foundation, which emphasizes the role that proper and continuous academic advisement plays in enhancing student performance and matriculation toward graduation. It is important to note that all of the above efforts to enhance students' academic performance have been done in concert with and with the support of faculty in Arts and Sciences.

While the National Teachers Examination is a university requirement, graduates must pass the Alabama Initial Teacher Certification Test (AITCT), currently a test of the specific content areas, to obtain their teaching licenses. Passing rates of Tuskegee graduates on the AITCT increased to 70 percent for each of the academic years since 1985. The 70 percent pass rate of graduates on the AITCT is an important benchmark since the state requires that at least 70 percent of every teacher education program's students, over periods of five years, must achieve the requisite qualifying scores on this test to maintain their state accreditation. Schools or departments that do not meet this criterion will be reviewed by the state department of education.

Before proceeding to the next section, it is important to note that Tuskegee receives credit for the incorporation of an amendment to the previously mentioned policy. That amendment stated that students who took the test could only be counted once during the three administrations of any given academic cycle. The amendment had been proposed because of the fact that an institution's "percentage passing" rate could be adversely affected when a small number of students constantly repeated and failed the test. As a result of the amendment,

students who do not successfully achieve the qualifying score must obtain tutorial assistance before they can be "counted" again.

Recruitment and Placement

To increase enrollment throughout the School of Education, recruitment programs were initiated within each department in 1985. The institution has provided support through its annual awards of $3000 scholarships to outstanding students. Eight scholarships were offered to students who were considering Tuskegee as education majors in 1987-88. Additionally, the School of Education has developed relationships with two-year colleges in and outside of the state as another means of attracting quality majors. In some instances, prospective students from the junior colleges have been brought to the institution as a group for two-day (weekend) activities. Through this process, the junior college students have an opportunity to learn more about the university, the School of Education and also have a chance to observe student life and some of the institution's social and athletic activities. These and other collaborative relationships with local school systems have expanded the quality of students who enter the teacher education programs at Tuskegee.

Tuskegee's education graduates are in high demand. While there have been an average of 30 graduates for each of the last three years, many of the students are actively recruited by school districts across the nation. Though most decide to teach in their home areas, several have accepted contracts in other metropolitan areas such as Atlanta, Denver, Boston, Miami, Chicago, Indianapolis, St. Louis, Madison, Wisconsin; Germany and many others. In addition, a number of students are also in master and doctoral programs in major graduate schools around the country.

Summary Analysis

The transformation of Tuskegee University's teacher education program began in 1984 after evaluations by a special committee appointed by the president and a state accreditation review panel. Having received the commitment of the university as well as the designation of one central location for the education faculty, the School of Education embarked on the development of a "value-added teacher preparation plan." But prior to the implementation of this plan, the School of Education streamlined the number of teacher education programs it had, thereby dedicating its resources and focusing its attention on those activities and programs which it believed had the highest probability of success. Thus, it took the bold step of eliminating many certification programs and those beyond the Master's degree.

Tuskegee's "value-added" approach was based primarily on how well students performed. As the Dean at that time indicated: "If something doesn't work or we cannot do it well within our resources, we are committed to changing it or eliminating it." The School of Education's administrative team therefore implemented a system to monitor and evaluate student progress in the teacher education program. But while Tuskegee recognized that their programs have produced students who can meet the minimum qualifications for college admission and professional licensing, they acknowledge that their numbers have not increased dramatically. Even though this enrollment situation is typical of many teacher education programs, and especially those at historically black institutions, Tuskegee has clearly demonstrated that more needs to be done to eliminate the premature screening out of minority students who may have the potential of becoming excellent teachers but who have difficulty passing tests on the first try. Their "value-added" model needs to be replicated by other institutions to prove that minority students can indeed succeed when systematic advising and enrichment activities are provided.

XAVIER UNIVERSITY OF LOUISIANA

Institutional Profile

Xavier University of Louisiana is a private, urban institution located in New Orleans which enrolls more than 2500 students. Xavier was founded in 1915 by Katherine Drexel and the Sisters of the Blessed Sacrament, a Catholic religious community she established to serve minorities in America. Mother M. Katherine Drexel, who was beatified by the Pope in 1988, came to New Orleans at the request of the local Catholic archbishop because of the limited higher educational opportunities for black youth, who had been denied admission to colleges and universities in the area and in the state.

Xavier opened with a college preparatory school in 1915 and added a normal school in 1917 to prepare teachers for the local black community. In 1925 a College of Arts and Sciences was established and, in 1927, a College of Pharmacy was added. In 1933, a Graduate School was established primarily to provide masters level degrees in education, another educational opportunity which many educated blacks had been denied because of the segregation policies of local colleges and universities. The university occupied its present location in 1932 and several buildings have been added over the last 15 years as enrollment has grown significantly in each of the three colleges mentioned above.

More than two-thirds of Xavier's students are day students who commute from the New Orleans area. The others come from over thirty states and a dozen foreign countries. In the Fall of 1988, the university had a total enrollment of 2584 students, a 17 percent increase over 1987's enrollment. Slightly more than 80 percent of the total student body in 1988 was enrolled in the College of Arts and Sciences where the fields of Business (with 348 students), Biology (301), the two-year Pre-Pharmacy program (264) and Chemistry (185) accounted for the largest share of majors. The College of Pharmacy had an enrollment of 275 students and there were 200 students in the Graduate School, both of which had increases of 15 percent and 25 percent, respectively. Almost all fields, however, experienced increases in 1988, e.g., the social sciences (17 percent), the humanities (13 percent), natural sciences (17 percent), business (14 percent) and education (16 percent).

EDUCATION DEPARTMENT

As noted earlier, the preparation of teachers has been a major goal of the university and the mission of the education department is consistent with the mission of the university, namely, to prepare graduates who are "intellectually, morally and spiritually prepared to contribute effectively to the creation of a more just and humane society." The Department of Education's primary responsibility, therefore, is to prepare well-qualified teachers for public and private elementary and secondary schools and who will assume leadership roles in their schools and in the community. Thus, the department's preservice training is focused on preparing future teachers "who possess a deep sense of civic responsibility, who are liberally educated and physically healthy, who possess sound moral character and philosophical principles, and the professional character which is so essential to their vocation and career" *(Department of Education section of the Xavier University 1988-90 Catalog)*.

Xavier's 13 teacher education programs are approved by the Louisiana Department of Education and the Southern Association of Colleges and Schools. The Department of Education is also a member of the American Association of Colleges for Teacher Education and the Association of Independent Liberal Arts Colleges of Teacher Education. Xavier's Department of Education is primarily responsible for Bachelors programs in Elementary Education, Early Childhood Education, Special Education and Health and Physical Education. In addition to the above programs, the Education Department is also responsible for the academic monitoring of all state-approved programs in secondary education at Xavier. These programs include: Art, Biology, Chemistry, English, History (Social Science Education), Mathematics, Music (Instrumental and Vocal), and Speech Pathology Education. For those students who are enrolled in secondary teacher preparation programs, advising is jointly coordinated between the education department and the department of the student's major field to assure that students are meeting requirements for graduation and teacher certification.

Admissions and Retention Policies

The education department has a number of prerequisite requirements for students who wish to enter the university's teacher education programs. Though students may enter the university as "education majors," they do not officially become members of the teacher education program until the junior year, after they have completed the first two years of the university's Core Curriculum, and when they have satisfied all of the prescribed requirements. All students must maintain a grade point average of 2.5 and those who transfer into the department from other institutions or from other departments on campus must have a minimum grade point average of 2.2 to be considered for admission into the preprofessional program. Other requirements to enter the teacher education program include:

1. Achievement of at least a "C" grade in every course.
2. Completion of all developmental coursework.
3. Demonstration of proficiency on English, Mathematics, Speech and Reading examinations according to guidelines established by the Competency Examination Committee. (All university students must complete this requirement, usually in their second year, after having amassed a minimum of 42 degree credit hours.)
4. Completion of three clock hours of counseling.
5. Obtain passing scores on the Commuication Skills and General Knowledge section of the National Teachers Examination Core Battery by the end of the second semester of the sophomore year.
6. Membership in a professional organization.
7. Satisfactory rating on an interview with the Teacher Education Admissions Committee.

All except the last requirement above must be satisfied by the student before he/she can submit an application for formal admission into the teacher education program during the second semester of the sophomore year. Subsequent to the submission of the application, students are interviewed individually by the Teacher Education Admissions Committee, which is comprised of faculty from the education department and from Arts and Sciences disciplines which have teacher education programs. This committee determines whether the student should be fully or provisionally admitted into the teacher education program. Before students graduate, they must also take the remaining sections of the NTE, i.e., the Professional Knowledge section and the specialty area test in the student's teaching discipline, e.g., Elementary, Early Childhood, Health and Physical Education or a secondary field. (All of the above requirements apply to every secondary education major.) Students in the department who have not passed or taken all sections of the NTE by the beginning of their final semester are also required to pass the department's senior comprehensive examination.

Education Curricula

The structure of all education degree programs, and their related coursework, is organized into three components: (1) the pre-professional, where core curriculum courses are taken and where the students are actively involved in local classrooms during their first two years; (2) the professional, where students who have been formally admitted into the teacher education program and who have met all preliminary requirements take courses in education foundations and pedagogy; and (3) the student teaching experience, where students who have grade point averages of 2.5 and higher and have met all other requirements practice teach with the assistance of an approved cooperating teacher for a full semester.

Students' academic progress is monitored at each of the above stages. Those students who have not met the grade point average requirement and related academic criteria are counseled to pursue other academic fields, typically at the end of the sophomore year. Furthermore, all majors are required to complete three clock hours of counseling with a university counselor to determine whether students' vocational interests correspond closely to those of teaching and the helping professions. Students are also provided with career placement information on the national demand for teachers during these sessions.

All education degree programs have a heavy concentration of liberal arts coursework (i.e., approximately 80 semester hours). These general education courses are supplemented with courses in professional and specialized academic education in the student's respective teaching discipline. All of these academic components are essential to teaching excellence in a variety of settings and with varied students. The foundations courses, for example, provide a contextual framework for making value judgements in education. The methods courses address individual needs and teaching specialties by exposing students to, and giving them experience in, the application of a wide variety of teaching strategies, learning theories and motivational techniques. To provide additional training, most upper division courses in methodology and pedagogy also require students to complete a minimum of 20 clock hours of field experiences and practice.

Students are also required to participate in field experiences in conjunction with courses in their particular fields of specialization, e.g., reading, methods, special education, and health and physical education. Nationally, preprofessional field experiences have been heavily emphasized in all education programs and these observational exercises give students the opportunity to apply what they are learning in actual school settings. To expand these types of practical learning experiences, the department faculty in 1987-88 devoted the entire year to revising the curriculum for the three Introduction to Teaching courses. The curriculum revision in these courses, which are taken by students as freshmen, sophomores and juniors, now includes 15 programmatic areas that students are required to master in addition to completing a minimum of 105 observation hours in schools prior to their senior year and the student teaching experience. These revisions and the sequencing of courses will be evaluated during 1988-89 and 1989-90.

THE REVITALIZATION OF THE XAVIER EDUCATION DEPARTMENT

Like many other institutions of higher education, and especially small, historically black universities, in the late 1960's and early 1970's, many of Xavier's graduates were education majors. But as career opportunities for blacks expanded and as the need for teachers declined, fewer students majored in education during the late 1970's and early 1980's. This decline of Louisiana education graduates, and especially black graduates, between 1976 and 1983 was verified in a 1986 analytic study by this author, who is also Xavier's education chairman (Garibaldi, 1986). In that study, supported by the Southern Education Foundation, the author showed that in 1976 the state's 21 schools, colleges, and departments of education awarded 3384 education degrees, compared to 1864 degrees in 1983. Among the state's five historically black institutions, 750 education degrees were awarded, compared to only 250 in 1983. Using these data and national trends which verified the steadily declining numbers of black teachers, the department was able to more aggressively recruit education students.

As in the transformation of Tuskegee's education program, the department faculty in 1983-84 devoted its attention to the curricula, the academic progress of students and the low passing rates on the National Teachers Examination. The faculty devoted some of its staff meetings, as well as Saturday conferences, to specifically discussing the content of the entire teacher education program, and its professional education curricula in particular. The activities served dual purposes in that they were opportunities to revise and add to the content of courses, as well as useful for the staff to learn more about what each other was teaching.

The enforcement of all of the previously noted preservice requirements was a major initial step in the department's revitalization. In addition, the faculty agreed that students should obtain grades of "C" or better in **all** courses, as well as take the first two sections of the National Teachers Examination prior to being admitted into the Teacher Education Program. (The latter policy was instituted at Xavier one year before the state mandated the same requirements of all sophomore education majors.) While rigid enforcement of the department's regulations did cause enrollment to decline slightly, the academic quality of education students improved significantly. Through this process, students' academic progress has been sequentially monitored and standards have been communicated often, in writing and verbally, at student-faculty conferences and at students' monthly departmental meetings.

Students' low performance on the National Teachers Examination was a major concern of the faculty in the early 1980's. Though they recognized that academic advisement and a strengthened curriculum would help to improve student performance, they developed an optional four hour test taking skills seminar for those students taking the NTE and required that students take the Communication Skills and General Knowledge sections earlier in their four-year program. The seminar is offered one afternoon each semester and is designed primarily to familiarize students with the various components of the tests, appropriate strategies for responding to test items, and other nuances which help individuals to perform better on all tests.

The seminar, in combination with the other standards, has significantly improved the performance of Xavier's education students on the NTE. In 1984 and 1985, 19 of the 30 graduates, or 63 percent of them, had passed all sections of the NTE before graduation. However, 22 of the 28 graduates, or 79 percent between 1986 and 1988 had passed all sections of the NTE **before their last semester of coursework**. The majority of graduates, nevertheless, usually pass the remaining sections of the test during their last semester or during the summer immediately after receiving their degree. (To encourage students to take the final section early, the department offers students the incentive that if they have passed all sections of the NTE before their last semester, they are exempt from taking the departmental senior comprehensive examination.)

To complete the above programmatic changes, the faculty has also added more writing in education courses, placed greater emphasis on lesson plan development and verbal communication skills, and has varied classroom testing formats to aid students in their preparation for the National Teachers Examination.

Recruitment

The Education Department's targeted recruitment efforts have yielded fruitful results in the last two successive academic years. At the beginning of the 1987 and 1988 terms, approximately 30 new majors were enrolled each year, compared to less than 10 in each of the previous four years. Moreover, many already enrolled Xavier students have transfered into the education department as they have become aware of the need for teachers and the numerous job opportunities available to minority teachers across the country. The department has communicated its message and requirements in its brochure at high school career fairs, through the promotion and establishment of Future Teachers Clubs at local high schools, as well as provided potential majors with information on scholarships and forgivable loan programs for teacher education students. Xavier University's founding order, the Sisters of the Blessed Sacrament, also created an annual $2500 scholarship (for a maximum of four years) in 1984 for outstanding Catholic students. The students must commit to a year of teaching in one of the Sisters of the Blessed Sacrament's schools, or another Catholic school, for each year that they have received the scholarship. The program, which graduated its first two recipients in 1988, is designed to increase the number of Catholic teachers in parochial schools.

The most successful of the recruiting efforts has been a program established with the assistance of the university's admissions office and the nationally recognized Xavier premed program. Using strategies from both of these offices' successes, the names and academic records of students who express an interest in coming to the university and in majoring in education in the subsequent academic year are obtained so that students can be contacted during their senior year about the strengths of the university's teacher education programs. This systematic and personalized process allows the department to contact interested students, in writing and by phone, repeatedly during their last year of high school and also to answer any questions that students may have about the education curricula or even job opportunities after graduation. This strategy has been very successful and accounts for the tripling of the first-year education enrollment over the last two years.

The Education Minor Program and the Master of Arts in Teaching

In addition to targeting high school seniors, the department also provides information directly, and through academic advisors, to undeclared majors about the education program and the many available job opportunities in teaching. As another effort to prepare students who may be interested in teaching but who have majored in another academic area, the department developed an education minor program. The program contains a specified, 18 semester hour sequence of professional courses in education for non-education majors who may decide after graduation to teach in their chosen disciplines. The courses selected are those which are almost universally accepted toward certification in all states. Thus, if a non-education student decides to teach after graduation, the amount of coursework required to obtain a teaching certificate will be significantly reduced by his/her participation in the education minor program. The program has been successful during its short existence and has attracted students from several disciplines. Some too have officially transfered into education as a result of being exposed to the education curricula.

To meet the numerous requests of individuals with bachelors degrees who were interested in teaching in their academic areas or other fields, Xavier's Graduate School of Education developed a Master of Arts in Teaching (MAT). Through this program, the prospective teacher takes courses for certification and for a master's degree. (An individual, however, may elect to take only those courses required for teacher certification in the state.) The program has been very successful and there are more than 125 persons currently pursuing certification in a variety of fields. Because the majority of the candidates have full-time jobs, most are part-time students and take courses through the Graduate School's evening program.

Finally, the department receives positive local publicity through the faculty members' community service with the local school systems, community-based organizations and also city government. The same also holds true for national exposure, where the president of the university, a member of the National Commission on Excellence in Education, and members of the department speak on educational issues, serve on several national boards and commissions, as well as publish in professional journals in the fields of education and psychology. All of these forms of public relations and service have had direct, and indirect, influences on the enrollment of students as well as brought national attention to the education department and the university's degree programs.

Placement

Almost all of Xavier's teacher education graduates teach immediately after graduation. Many also have been recruited by major graduate schools and have chosen to pursue master's and doctoral degrees. While many New Orleans students have chosen to remain to teach in the local area, a number of students have accepted contracts to teach in other states over the last three years, e.g., California, Georgia, Florida, Minnesota, New York, and also the Peace Corps in Africa, to name just a few. This trend is sure to continue as rural, urban and suburban districts across the country aggressively recruit black teachers for their school systems. Because more teacher education graduates will be produced in the next few years and with many Xavier alumni already in leadership positions in major school systems, more of Xavier's teacher education graduates are likely to choose other school districts in and outside of the state.

Summary Analysis

Xavier's efforts to revitalize its teacher education programs began with the selection of a permanent chairperson in 1982, a position which had been held by temporary chairs for almost five years. During the latter period, a number of new state policies and higher criteria for teacher education graduates had been legislated while the department was also experiencing declining enrollments. The institution, therefore, affirmed its commitment to teacher education and expressed its serious intent to raise the academic quality of its students rather than concerning itself with the number of majors in the department.

The process of reform was very systematic and extended beyond the departmental level. The university's president, vice president for academic affairs, dean of arts and sciences and dean of the graduate school of education were involved in the initial meetings and a great deal of time was devoted to the national discussions on extended teacher preparation programs at that time. The early planning for change also included: assessments of the need for more teacher education graduates in the state; retreats and meetings by the faculty

to discuss current majors' and recent graduates' academic performance and the more stringent enforcement of academic standards within the department; a thorough review of all teacher education programs and professional education curricula by the faculty; an item analysis workshop by an Education Testing Service staff member who discussed, analyzed and provided examples of students' performance on the National Teacher Examination to faculty members in arts and sciences, as well as in education; the requirement that students take the first two sections of the NTE prior to taking junior level courses; the revision of the senior comprehensive examination in education; as well as the extablishment of free test preparation workshops for education majors. All of the above initiatives, as well as others, were implemented between 1982 and 1984 and changes in education majors' academic performance were observed immediately.

Once the fundamental tasks of strengthening the department, the academic quality of students and the enforcement of standards had been completed, special efforts were focused on recruitment. These efforts have been extremely successful with new students as well as other majors on campus since they are now aware of the success which students have on the NTE and the numerous job offers they receive from around the country. The education minor program is also attracting a number of interested students from other disciplines who have come to realize that teaching may be a viable career alternative for them after graduation.

Finally, it must also be noted that much of this change has occurred with a small amount of additional resources. More students, however, are receiving institutional, state and private scholarship support and the institution's participation in consortial programs to address the shortage of minority teachers has provided more incentives to all education majors. These activities are currently increasing and more efforts in the near future will be targeted at junior and senior high school students so they can plan early to major in teacher education.

SUMMARY PROFILES OF INSTITUTIONAL CHANGES

BETHUNE-COOKMAN COLLEGE

Impetus for Change:

— Declining enrollments;

— Changing state requirements (i.e., ACT/SAT requirements for admission, grade point average increases from 2.0 to 2.5, proficiency on College Level Academic Skills Test, successful performance on Florida Teacher Certification Examination, etc.);

Genesis of Changes:

— Reviews and revisions of teacher education curricula;

— Development of proposal for state-funded Teacher Education Institute which includes comprehensive activities focused on recruitment, advising, personal counseling, tutorial assistance, leadership seminars, retention and graduation of teacher education majors;

— Development of Title III-funded Competency-Based/Computer Assisted Teacher Education Program designed to improve students' performance on state certification examinations and to assist faculty in revising existing curricula and the creation of new competency-based instructional packages;

— Development of state-funded Challenger Program to provide scholarships to and improve retention of current teacher education majors;

Resources

— Teacher Education Institute (funded at $250,000 annually since 1986-87 by the state);

— Challenger Program (funded at $250,000 annually by the state since 1986-87);

— Competency-Based/Computer Assisted Teacher Education Program (Title III Institutional Aid grant funded at $250,000 over four years between 1983-84 and 1986-87. This program is now funded by the institution as a part of the teacher education department budget.)

Outcomes:

— Increased enrollments, higher retention rates, successful performance (90 percent and higher) on state-required basic skills and teacher certification tests;

— Curricular revisions and greater participation by Arts and Sciences and education faculty in the teacher education program;

— mentoring and team activities have improved students' leadership skills and classroom proficiency;

— Successful performance in Florida Beginning Teacher Program (90 percent and higher).

NORFOLK STATE UNIVERSITY

Impetus for Change:

— Unstable enrollments;

— Low passing rates on the National Teachers Examination;

— Changing state standards for entry to and exit from teacher education programs, as well as state initiatives for restructuring teacher preparation programs;

Genesis of Change:

— External evaluations by private consultants;

— Institutional commitment to the School of Education and the establishment of presidential scholarships to outstanding teacher education majors;

— Department participation in the revision of curricular content; increased recruitment activities; and improvement of students' test-taking skills through assessment classes and tutorials funded by a major state grant;

— Procurement of private grants to increase retention and provide financial incentives to current majors;

Resources

— Special state grant to provide scholarships and improve students' performance on the NTE ($500,000 total for 1986-87 and 1987-88 academic years and $90,000 annually for 1988-89, and 1989-90);

— Presidential scholarships awarded since 1983 (an average of 20 per year);

— Student scholarships from the Virginia Teaching Scholarship Program (annual awards of $2000 per student) and the Metropolitan Life Foundation Scholarship Program ($1500 annually to upperclassmen);

— Private grant from the Hazen Foundation ($5000) to recruit retiring military personnel into teaching;

Outcomes:

— Significant increases in enrollment and higher passing rates (80 percent or better) by students on the NTE;

— Staff development activities for faculty, revisions of the teacher education curricula and development of a test-taking laboratory and an assessment course for students;

— Revision of student teaching program to improve students' performance in their first year of teaching and to meet the criteria of the Virginia Beginning Teacher Assistance Program;

— Established special programs to (1) fully certify teacher aides as classroom teachers; (2) facilitate the transfer of community college graduates into the teacher education program; and, (3) entice military retirees into teaching;

— Developed Early Contracts Program with two local school systems to encourage graduates to teach in urban settings and established collaborations with local middle and senior high schools to encourage students to go into teaching.

TUSKEGEE UNIVERSITY

Impetus for Change:

— Unstable enrollments and declining institutional resources;

— Changing state requirements for entry to and exit from teacher education programs;

Genesis of Change:

— External evaluations by a special committee appointed by the president and a state accreditation review panel;

— Institutional commitment to the teacher education program by centralization of all education faculty in one facility and dedication of scholarship to prospective majors;

— Review and revision of all education courses;

— Stringent enforcement of teacher education standards;

Resources

— Presidential scholarships ($3000 per student for five to eight students annually);

— Title III grant to establish peer tutoring programs, to improve students' performance on the SAT/ACT and to improve clinical training ($125,000 estimated);

— Bush Foundation grant to establish a University-Wide Academic Advising Program ($80,000 estimated);

— National Science Foundation grant (Collaborative Alliance for the Development of Resource Educators) to enhance the training of math and science resource teachers in Macon County schools ($400,000 + estimated over four years);

— Education alumni contributions for two computers ($5,000 annual gifts for two years) and institutional contributions of computer and resource reading rooms;

Outcomes:

— Elimination of 15 certification programs and all degree programs beyond the Master's level;

— Establishment of a "Value-Added Approach to Qualitative Improvement in Teacher Preparation;"

— Development of a Data Management/Student Advising System to periodically monitor students' academic progress;

— Development of a test-item bank for professional education courses;

— Improvement of all professional courses through systematic evaluations of course content and outlines;

— Improved passing rates (70 percent and higher) on state certification exams.

XAVIER UNIVERSITY OF LOUISIANA

Impetus for Change:

— Declining enrollments and low passing rates on the National Teachers Examination;
— Changing and higher state requirements for entry to and exit from teacher education programs;
— National discussions of extended teacher preparation programs;

Genesis of Changes:

— Institutional commitment to education by the president;
— Review of all education programs and curricula by the faculty for two years beginning in 1982-83;
— Stringent enforcement of standards, systematic academic advising and requirement that students achieve "C" or better in all courses, instead of only professional education courses;
— Required students to take the first two sections of the NTE at the end of the sophomore year;
— Reinstitution of the Teacher Education Admissions Committee;
— Item analysis workshop conducted by ETS consultant for education and Arts and Sciences faculty to review students' NTE performance;
— Careful evaluation of students requesting to transfer into the department;

Resources:

— Southern Education Foundation grant to study the decline of black teachers Louisiana and to develop recruitment materials ($25,000);
— Catholic School Promotion Scholarships from the Sisters of the Blessed Sacrament (approximately $10,000 annually for four students since 1984);

Outcomes:

— Higher passing rates (80 percent and higher) on the NTE;
— Stabilized enrollment and improved quality of students;
— Revised senior comprehensive examination and all Introduction to Teaching courses;
— Targeted recruitment efforts have yielded 300 percent increases in first year enrollment since 1987-88;
— Strengthened curricula and developed test-taking skills seminar to prepare students for the NTE;
— Publicized program standards and screened out students who did not meet the criteria after first four semesters
— Developed education minors program to attract other Arts and Sciences students and undeclared majors into teaching;
— Increased the amount and quality of academic advising of students;
— Assisted Graduate School of Education in developing a Master of Arts in Teaching program for Arts and Sciences graduates who decide later that they want to teach.

About the Author

ANTOINE MICHAEL GARIBALDI

Antoine M. Garibaldi became Dean of Arts and Sciences in August 1989 at Xavier University of Louisiana where he previously served as Chairman and Associate Professor of Education since 1982. A native of New Orleans, he holds a B.A. in Sociology from Howard University (1973) and a Ph.D. in Educational and Social Psychology from the University of Minnesota (1976). Prior to coming to Xavier, he was a researcher with the U. S. Department of Education's National Institute of Education for five years in Washington, DC, where he also served as a staff member of the National Commission on Excellence in Education, which produced the landmark report, *A Nation at Risk*.

A former elementary teacher and Street Academy Director in St. Paul (MN), Garibaldi is the author of seven books and monographs and more than 40 research articles and chapters in scholarly journals and books. His book, *Black Colleges and Universities: Challenges for the Future*, published by Praeger was recognized as one of the outstanding books of 1984 by the American Educational Studies Association.

Garibaldi is very active in professional associations and in his community. In New Orleans, he is Co-Chair of the Urban League's Education Committee and a member of its Board of Directors, Co-Chair of the Mayor's Foundation for Education, and is currently serving his third term as Vice Chair of the Board of Directors of the New Orleans Public Library, where he has been a member since 1984. He also served as Chairman and Study Director of the New Orleans Public Schools' study on the status of black male students during 1987-88 and was the author of the committee's nationally publicized final report, *Educating Black Male Youth: A Moral and Civic Imperative*. Nationally he serves on the advisory board of the *Journal of Negro Education*, the Committee on Policy Analysis of the National Association of Independent Colleges and Universities, the Committee on Research of the American Association of Colleges for Teacher Education, the advisory board of the National Catholic Education Associations's journal, *Momentum*, and many more. He is also a past associate editor of the *American Educational Research Journal*.

He is a nationally recognized scholar and speaker who has received research grants from the Office of Naval Research and the Southern Education Foundation, and he has also served as a Fellow and Consultant to numerous professional and philanthropic organizations. He has also been an Education Policy Fellow with the Institute for Education Leadership in Washington, DC (1977-78) and an Adjunct Research Fellow with the Southern Education Foundation (1988-89).